

Using AK STEPP as a Title I Plan

Title I schools that are using Alaska STEPP for school improvement plans may wish to also use Alaska STEPP as their plan for Title I, Part A program services to have one comprehensive plan for the school. This document provides guidance on how AK STEPP can be used as a Title I plan depending on the type of Title I program service model used by the school – either targeted assistance or schoolwide.

Using AK STEPP in a Title I school operating a Targeted Assistance Program

Any Title I school may operate a targeted assistance program. In these schools, the Title I-A funds are used to provide supplemental instructional support, in addition to what the students receive for core instruction, to eligible students who are at risk of failing to meet the state academic content standards. The school must have multiple academic criteria to identify the eligible students who will receive the additional support from Title I-A funds.

To use AK STEPP in a Title I school operating a targeted assistance program, enter the multiple academic criteria for selecting students eligible to receive Title I-A services and describe the services to be provided in *indicator 3.2: School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency.*

Using AK STEPP in a Title I school operating a Schoolwide Program

A Title I school that has at least 40% poverty may operate a schoolwide program. Section 1114 of the Elementary and Secondary Education Act (ESEA) and 34 §CFR 200.25-200.29 of the federal regulations outline the requirements of a schoolwide plan. If a Title I school chooses to use the Alaska STEPP online planning tool to be a comprehensive Title I schoolwide plan as well as a school improvement plan, it may do so by following the steps below and using the indicators in AK STEPP that are aligned with the corresponding required elements of the schoolwide plan (shown in Step 3).

1. Complete a comprehensive needs assessment of the entire school based on information that includes the performance of *all* children in the school in relationship to the state's academic achievement standards, including the needs of students in low-performing subgroups (racial/ethnic, students with disabilities, English learners, migrant students).
This requirement is met through the Needs Assessment uploaded on the AK STEPP site.
2. Develop the schoolwide plan in consultation with stakeholders including parents, staff, community members, and staff from other programs, and make the schoolwide plan available to the district, parents, and the public in an understandable format.
This requirement is documented through the "Title I Schoolwide Plan Assurances for AK STEPP" and uploaded on the AK STEPP site.
3. Address all required elements of the schoolwide plan in the AK STEPP indicators.
The following chart shows the requirements of the Title I Schoolwide Plan and which applicable AK STEPP indicators must be addressed in AK STEPP to meet the requirements.

Additional indicators may be addressed at the school's discretion.

Schoolwide Plan Requirement	AK STEPP Indicator
<p>Schoolwide reform strategies that:</p> <ul style="list-style-type: none"> a. Provide opportunity for all students to meet the state's proficient and advanced levels of student achievement and address the needs of all students in the school. b. Use effective methods and research-based instructional strategies that: <ul style="list-style-type: none"> i. Strengthen the core academic program in the school; ii. Increase amount and quality of learning time (before/after school, summer, enriched & accelerated curriculum); iii. Include strategies for meeting the needs of historically underserved and low-performing student populations. 	<p>3.3 School staff use research-based instructional practices, programs and materials.</p> <p>1.1 School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.</p>
<p>Provide additional support through activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.</p>	<p>3.2 School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency.</p> <p>4.5 School staff provide extended learning opportunities, and students in need of additional support regularly participate. (optional)</p>
<p>Include teachers in the use of academic assessments to provide information on, and to improve, the academic achievement of individual students and the overall instructional program.</p>	<p>2.3 School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.</p> <p>3.4 School staff consistently and regularly measure the effectiveness of instruction using data from a variety of formative assessments.</p>
<p>High-quality, ongoing professional development is provided for teacher, principals, paraprofessionals and others as appropriate.</p>	<p>5.1 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities.</p> <p>5.3 School staff embed professional development into daily routines and practices.</p>
<p>Instruction is provided by highly qualified staff.</p>	<p>8.6 All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.</p>
<p>Strategies for recruiting and retaining high-quality, highly qualified (and effective) teachers to high-need schools are implemented.</p>	<p>8.7 The school has strategies to attract and retain highly qualified teachers.</p>

Schoolwide Plan Requirement	AK STEPP Indicator
Strategies to increase parent engagement , such as family literacy services, and involvement of parents in planning, review and improvement of schoolwide program.	<p>4.6 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.</p> <p>4.7 School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home, and they implement effective strategies to increase parent engagement.</p> <p>4.8 School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.</p>
Plans for transitioning preschool children from early childhood programs to elementary school programs are implemented.	8.4 This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.
Coordination and integration with other federal, state, and local agencies and programs has occurred.	8.5 Federal, State, and local service programs are integrated and coordinated.

4. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan.

This requirement is documented through the “Title I Schoolwide Plan Assurances for AK STEPP” and uploaded on the AK STEPP site.

Check if used	Dollar Amount \$	Program funds used to implement components of the schoolwide plan (check all that apply).
		Title I, Part A: Improving Basic Programs
		Title I, Part C: Education of Migrant Children**
		Title II, Part A: Teacher and Principal Training and Recruiting Fund
		Title III, Part A: English Language Acquisition
		Title VII, Part A: Indian Education**
		IDEA Part B**
		Carl Perkins
		State Funds
		Local Funds
		Other:

***The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions as specified in 34 CFR 200.29(c). See the US Department of Education Non-Regulatory Guidance, Title I Fiscal Issues: Revised February 2008 for more information.*

Entering information in AK STEPP Indicators for a Title I Schoolwide Plan

Because a Title I schoolwide plan is comprehensive, must describe the educational program in the school, and must include all required components identified above, information must be included in every STEPP indicator as shown in the above alignment.

If the school rates an indicator as fully implemented (3), the STEPP plan must include a description of the current status of implementation.

If the school rates an indicator as no or limited development (1 or 2), a description of the current status of implementation must be included as well as any specific tasks for areas of improvement.

The schoolwide planning cycle aligns with the AK STEPP cycle of implementing, reviewing, and revising on an annual cycle. It is important to update all indicators annually. It is useful to enter a “heading” such as 2014-2015 to indicate the start of a new school year. At a minimum, start each narrative entry with a date, followed by a description of the status (either that it is unchanged or how it has changed).

Example:

2013-2014

9/3/2013: The reading curriculum has been fully aligned with the new state English Language Arts standards. A new math curriculum is currently under review.

2014-2015:

9/15/2014: The school is using the same reading curriculum that was in place for 2013-2014. The “XYZ” math curriculum has been adopted for 2014-2015 and has been fully aligned with the new Alaska Math standards.

Making a Title I Schoolwide Plan in AK STEPP available to the public

A Title I Schoolwide Plan in Alaska STEPP includes three parts: the AK STEPP Comprehensive Plan Report (created in PDF form), the Needs Assessment, and the Title I Schoolwide Plan Assurances for the current school year. These documents can be combined into one PDF document and posted on the school’s website.